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ABSTRACT

In 1981, when Chapter 1 replaced Elementary Secondary Education Act (ESEA) Title I and with the advent of the effective schools movement, the Hawaii state administrators of Chapter 1 made a long term commitment to program improvement, especially in the area of instruction and quality delivery of services to the target students. In this program improvement effort, program managers identified state education agency monitoring/technical assistance as one of the means to encourage systematic program improvement at the local level. The project was committed to develop: (1) a system for observing and analyzing teaching/learning behaviors for effectiveness; (2) a handbook containing a procedural guide for state monitoring/technical assistance, and (3) computerization of state education agency operations. This is a report on the system for monitoring classroom activities. It contains a summary and evaluation of project activities with recommendations for improvement. (Author/BW)

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REVAMPING STATE MONITORING PROCESS:

A Means of Program Improvement

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REVAMPING STATE MONITORING PROCESS:
A Means of Program Improvement

The project was funded by the Secretary's Initiative to Improve the Quality of Chapter 1 ECIA Projects and carried out by the Hawaii State Department of Education. Project director was

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The objective of the project was to modify the state monitoring process to include the provision of technical assistance for program improvement as a component of the process.

A literature review was conducted to identify variables affecting student achievement. The state staff were then trained to collect information on these variables. The methods included survey questionnaire, observation, document review and interview. Data were subsequently collected from six Chapter 1 schools in the Maui School District. Analysis was conducted on the data and results were shared with the school project staff.

The study made a significant difference in staff perceptions of the usefulness of the state monitoring process. The post-study perceptions were much more positive than pre-study perceptions, particularly with respect to program improvement assistance.

A variety of data gathering instruments were developed in the course of the study. These included time-on-task coding sheets, survey forms on teaching strategies and teacher-student interaction, a principal interview form, a school staff questionnaire and a program improvement log.

A final report on the project was prepared and disseminated to the project review committee members. The committee consisted of representatives from a cross-section of the work force within the state department of education.

Based on the results of the study, plans were being made to reassign staff within the Chapter 1 unit to specifically perform technical assistance functions. However, recent personnel changes with the state department of education have made it necessary to delay the implementation of these plans.

A significant impact of the study has been the attitudinal change among the school staff toward the state Chapter 1 unit which is now seen as a help provider instead of just a compliance monitor.

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INTRODUCTION

The State of Hawaii has a single statewide public school system. It is administered by the Superintendent of Education who is appointed by an elected thirteen member State Board of Education. There are approximately 162,500 students enrolled in 229 public schools in 7 school districts.

In School Year 1984, the Chapter 1 Program serviced 85 schools in all 7 districts. It served a total of 9,734 students and employed 500 staff members who provided supplemental individualized instruction in remedial reading and/or mathematics.

In the past, the Hawaii SEA administrators of Chapter 1 tended to concentrate their efforts mainly to ensure compliance. However, as recently as in 1981 when Chapter 1 replaced ESEA Title I and with the advent of the effective schools movement , a long term commitment to program improvement, especially in the area of instruction and quality delivery of services to the target students, began to evolve.

In this program improvement effort, program managers identified SEA monitoring/technical assistance as one of the means to encourage systematic program improvement at the LEA level and Federal financial assistance under the Secretary's Initiative was sought and granted.

The project was committed to develop: 1) a system for observing and analyzing teaching/ learning behaviors for effectiveness, 2) a handbook containing a procedural guide for SEA monitoring/technical assistance, and 3) computerization of SEA operations.

This is a report on the system for monitoring classroom activities. It should be emphasized here that this project is only the beginning of a broader project for curriculum improvement. Much work still needs to be done in assessing the extent to which variables related to academic achievement exist in the classrooms.

This report was designed to be used by decision-makers at all levels. It contains a summary and evaluation of project activities with recommendations for improvement.

PROGRAM GOAL

The goal of the state's program improvement project funded under the "Secretary's Initiative to Improve the Quality of Chapter 1 ECIA Projects", was to encourage systematic program improvement efforts at the school projects through monitoring by state office staff.

PROJECT OBJECTIVES

The objective of the study was to develop and tryout a set of new procedures which would allow a state education agency to refocus its district and school monitoring function from ensuring compliance with program rules and regulations to providing technical assistance for program improvement.

PROJECT DESCRIPTION

Review Committee

A project review committee was organized to review and react to all processes, activities, and materials developed in the study. The committee members represented a cross section of various programs and expertise. Among them were staff from state, district and school Chapter 1 projects, school administration, state evaluation office, programs for alienated students and students of limited English proficiency, and the state curriculum and materials development office. A research associate from the Title I Technical Assistance Center of the Northwest Regional Educational Laboratory (TAC-NWREL) served as consultant.

Literature Review

Based on the most recent effective schooling literature, variables contributing to high achievement were identified and operationalized. These variables included amount of engaged time, student-teacher interaction, instructional strategies and student motivation (Wiley and Harnischfeger, 1974; Fisher, et al., 1978; Good, 1981; Anderson, 1982; Brophy, 1982; Karweit, 1983; Weber, et al., 1983).

Because of time constraints, this project concentrated on a few variables. Hopefully, other variables will be covered at a later period. Forms to collect relevant data were developed, adopted, or adapted from other sources.

Staff Development

District and state staff were trained by TAC-NWREL to collect, analyze, and interpret data associated with the above variables. The basic resource used for this training was the "Handbook on Evaluating Program Implementation" (Faddis, et al.).

Instrumentation

The existing SEA monitoring procedures, which consisted of a) an entry conference with the principal, b) compliance documentation review conference with the Chapter 1 teacher, and c) an exit conference with the principal, were revised to add an intensive classroom observation component. Forms developed or adapted specifically for this purpose (Appendix A) were used to collect data.

The Principal Interview Form (Appendix B) was developed to gather information on the administration's expectations, leadership, and support of particular program activities (Wellisch, et al., 1978; Leithwood and Montgomery, 1982).

In addition, a comprehensive On-Site Review Report Form (Appendix C) was developed to include standards for both compliance and curriculum improvement. It was used to provide immediate feedback in writing, to the school administrator and his/her instructional staff. In the past, the report covered only compliance matters and it took 15 to 30 days for the written report to reach the school level.

Pilot Test

A pilot test of the new procedures was conducted in the early part of 1984 in six elementary schools in the Maui School District. Schools included in the test were Kilohana, Kaunakakai, Kihei, Haiku, Paia, and Makawao.

Staff representing state and district Chapter 1 offices, other state level offices including evaluation, students of limited English proficiency, alienation program, curriculum and materials development, conducted the interviews and classroom observations using the instruments described above. They were observed and advised by the federal project monitor and the consultant from TAC-NWREL.

An instrument evaluation form (Appendix D) was developed and used to record strengths and weaknesses of the data coding forms.

Evaluation

The LEA Staff Questionnaire (Appendix E) was locally developed and administered once in the Fall and again in the Spring, to all instructional staff and school administrators involved in the project. There were a total of 15 respondents in the Fall and 17 respondents in the Spring. This difference was not expected to result in any bias in outcomes.

The Program Improvement Log (Appendix F) was developed for the instructional staff to log all program improvement activities between September 1983 and April 1984.

PROJECT ACCOMPLISHMENTS

The LEA Staff Perceptions

The LEA Questionnaire data revealed that most of the project participants were not novices in the program. Of the 17 respondents to the questionnaire, 67% had been involved in the Chapter 1 Program for more than 3 to 4 years and 33% for more than 6 years.

The questionnaire was used to determine the extent to which the state monitoring process provided appropriate technical assistance and information to encourage program improvement efforts at the school level.

Based on patterns that are discernible, the following inferences were made:

1. There were favorable differences between pre and post administrations of the questionnaire, with respect to question 3 as shown below:

Table 1
Extent of Familiarity with Purpose and Procedure
of State Chapter 1 Monitoring

Purpose		Procedure	
Pre (N=15)	Post (N=17)	Pre (N=15)	Post (N=17)
2.3	1.7	2.4	1.9

Note: Data are coded on a scale ranging from 1 (Very Familiar) to 5 (Not at all familiar)

The respondents were more familiar with the purpose and procedure of the monitoring process at post administration than they were at pre administration.

2. As shown in Table 2, the respondents, as a group, were more positive at post administration with respect to the amount of program improvement information provided by the monitoring process than they were at pre administration.

Table 2

Ratings on Amount of Program Improvement Information Provided by State Monitoring Process

Area	Pre (N=15)	Post (N=17)	Diff
Needs Assessment	4.0	4.2	.2
Student Selection	3.4	3.5	.1
Private School Participation	2.4	4.1	1.7
Supplemental Services	2.9	4.1	1.2
Parent Involvement	3.2	3.7	.5
Evaluation	3.1	4.1	1.0
Management of Equipment, Supplies, Fiscal	3.0	4.1	1.1
Inservice	3.4	4.2	.8
Instructional Program	3.1	3.8	.7
Recordkeeping	3.5	4.1	.6

Note: Data are coded on a scale ranging from 1 (none) to 5 (a great deal).

3. As shown in Table 3, the discrepancy between what the respondents felt the monitoring process should do and what it actually did in terms of providing program improvement information was narrowed considerably between pre and post administrations.

TABLE 3

Ratings on Amount of Program Improvement Information the Monitoring Process Does and Should Provide

Area	Pre (N=15)			Post (N=17)		
	Does	Should	Diff	Does	Should	Diff
Needs Assessment	4.0	3.8	.2	4.2	3.9	.3
Student Selection	3.4	3.4	00	3.5	3.9	-.4
Private School Participation	2.4	2.6	-.2	4.1	4.1	00
Supplemental Services	2.9	3.1	-.2	4.1	4.1	00
Parent Involvement	3.2	4.5	-1.3	3.7	3.9	-.2
Evaluation	3.1	3.6	-.5	4.1	4.1	00
Management of Equip., Supplies, Fiscal	3.0	4.5	-1.5	4.1	3.9	.2
Inservice	3.4	3.7	-.1	4.2	4.2	00
Instructional Program	3.1	3.7	-.6	3.8	4.1	-.3
Recordkeeping	3.5	3.7	-.2	4.1	3.9	.2
TOTAL	3.2	3.6	-.4	3.99	4.01	-.02

Note: Data are coded on a scale ranging from 1 (none) to 5 (a great deal).

4. Table 4 shows that the expectations of the respondents in terms of obtaining program improvement information from the monitoring process appeared to have increased between pre and post administrations.

TABLE 4

Sources of Program Improvement Information
Used by Respondents

Source	Percentage of Respondents		
	Pre (N=15)	Post (N=17)	Diff
Evaluation Findings	93	100	7
Inservice	87	100	13
Colleagues	87	100	13
Test Data	87	88	1
Professional Reading	87	88	1
Students	73	62	-11
Parents	67	62	5
Outside Consultants *	67	38	-29
School Staff Meetings	53	44	-9
State Monitoring Team	47	62	15
Principal	33	25	-8
State Monitoring Report	33	62	29
Newspapers	27	38	11
Television	20	13	-7
Radio	20	13	-1
School Board Meetings		6	
Community Members		38	

* Respondents reported that the Research Associate of TAC-NWREL is not considered as an outsider.

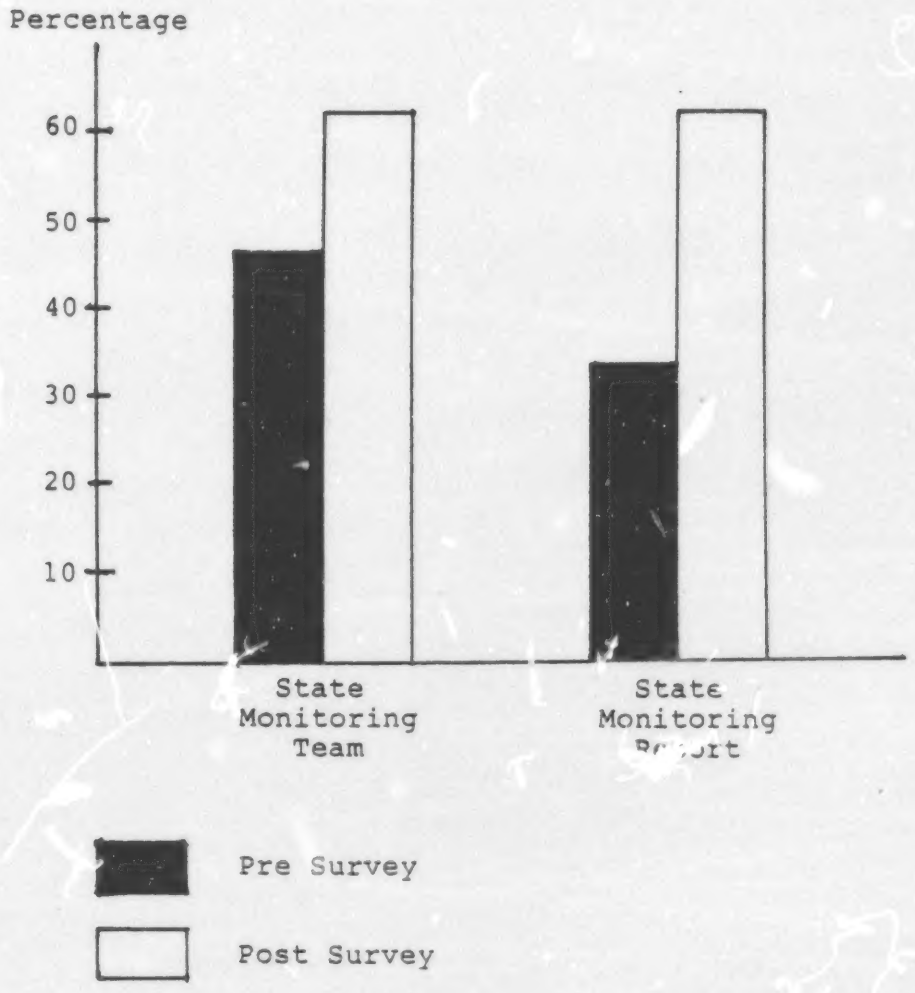

Figure 1. Increase in percentage of respondents using state monitoring process as a source of program improvement information between pre and post surveys (N=16).

The negative differences between pre and post administrations in some sources of program improvement information should be noted. For example, students, principals, and school staff meetings are considered important sources of information for program improvement. In the monitoring process, attempts are made to encourage the instructional staff to attend school staff meetings, to look to the principal for curriculum leadership, and to actively interact with their students. It has been suggested by school staff members that the negative differences might be the result of timing; i.e. at the beginning of the year, when planning for program improvement, teachers tend to look to their students, principal, and other teachers for information to assess needs, as compared with the ending of the school year.

Program Changes

Significant changes in Chapter 1 projects were reported at both pre and post administrations. While more changes (both positive and negative) were reported for the pre survey, this is to be expected because the pre survey was taken during a period of time when the projects were in full swing. Details on these changes are presented in Tables 5 and 6.

Table 5

Program Changes Reported in
Post Administration of the LEA Questionnaire (N=17)

	Category/Changes	Nature of Change: Positive	Negative
I.	Student Changes:		
	A. Improvement in Reading Skills	x	
	B. Improved Self Esteem of Students	x	
	C. Positive Learning Attitude	x	
II.	Program Changes:		
	A. Used the PLC Lab/Workshop	x	
	B. Graves Writing Process	x	
	C. Expansion - 7/8 Planning	x	
	D. Inservicing Staff for PLC		x
	E. Emphasis in Social-Emotional Growth as Well as Academic	x	
III.	Administrative Changes:		
	A. Regrouped Students	x	
	B. Support for District Resource	x	
	C. Management-Classroom	x	
	D. Exited One Student-Parental Desire	x	
		N = 11	N = 1

Table 6

Table 6

Program Changes Reported in
Pre Administration of LEA Questionnaire (N=15)

Category/Change	Nature of change: Positive	Negative
I. Student Changes:		
A. Good Test-Taking Skills	x	
B. Student-Made Books	x	
C. Changes in Student Attitude	x	
D. Student Motivaation to Read	x	
E. Student Progress in Reading	x	
F. Marked Improvement in Reading	x	
II. Curriculum Changes:		
A. Added Some HEP Components to Program	x	
B. PATH objectives:		
1. Provide a variety of supplemental reading materials for easy access to students	x	
2. Arrange Opportunities for the use of creative writing in the reading room	x	
C. Frequency Word Lists	x	
D. Reader's Theater	x	
E. Program Improvement/ Expansion (Computerized Instruction)	x	
F. Improved Instruction	x	
III. Administrative Changes:		
A. Scheduling	x	
B. Teacher Communication	x	
C. Revised Progress Report to Parents	x	
D. Revised PEP Form	x	
E. More Paperwork		x
F. Implementation Checklist	x	
G. Additional Duties		x
H. Teacher Organization in Record Keeping	x	
I. Changes in Staff Attitude	x	
	N = 20	N = 2

Program Improvement Activities

The Program Improvement Log (PIL) was used by the instructional staff to log all program improvement activities initiated during the test period between November 1983 and April 1984. the activities were categorized as shown in Table 7.

TABLE 7

Categorization of Verbal Data Obtained
From Program Improvement Log

Category	No. of Activities
Parent Involvement	7
Professional Improvement	14
Student Motivation	8
Program Evaluation	5
Classroom Management	5
Instructional Strategies	12

Note: Data were obtained between November 1983 and April 1984.

All projects participating in the study logged activities and submitted completed PILs at the end of the study. The instructional staff seeemed to concentrate especially on activities related to professional improvement and instructional strategies. Other activities addressed student motivation, parent involvement, program evaluation, and classroom management.

Spin Off Effects

The following findings are based on anecdotal data (including memos and letters provided by individuals involved in the project:

1. Staff training enhanced professional expertise which was useful not only for this project but also for the individual staff's respective programmatic efforts.

2. Serving on the Review Committee helped other program staff to better understand the Chapter 1 Program and its positive contributions. Especially noteworthy was the appreciation of TAC-NWREL as a strong resource to tap for program improvement.

3. The skills developed and information gained will be used to improve the participant's own program.

4. The experience provided further motivation for participants to continue to work for professional and program improvement. School project personnel have since implemented the self/peer administration evaluation of each staff member's delivery of services and program improvement efforts.

CONCLUSIONS

The project has undoubtedly had some effect on its participants in terms of their perceptions of program improvement and the state monitoring process. This is manifested in several ways. First, between the pre and post surveys there was a substantial increase in the percentage of school/district staff looking to or actually using the state monitoring process as a source of program improvement information.

Secondly, the discrepancy between what the school/district staff felt the monitoring process should do and what it actually did in terms of providing program improvement information was reduced considerably between pre and post surveys.

Thirdly, the effects of staff development activities appeared readily generalizable to other programmatic settings.

RECOMMENDATIONS

1. The SEA monitoring process should include classroom observations for the purpose of providing objective data to the instructional staff and school administrator for improving the quality of services being provided the target students.

2. The current project should be expanded to include the development and testing of instruments for the purpose of collecting data on other variables related to academic achievement. A special effort should be made to assess the involvement of parents in the student's academic program.

3. The monitoring process should be reviewed and revised to further encourage the instructional staff to tap school staff meetings, students, and the principal as sources of information for program improvement.

4. The monitoring process should be reviewed and revised to include the dissemination of more detailed information in the areas of student selection, parent involvement, and the instructional program.

5. The revised monitoring process should be included as part of the technical assistance program provided by the district liaison to the districts and schools. It is hoped that this would enable the recipients of technical assistance to view the process as a supportive rather than evaluative process.

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Appendices

Appendix A: Coding Forms for Classroom Observation

Appendix B: Principal Interview Form

Appendix C: On-Site Review Report Form

Appendix D: Instrument Evaluation Form

Appendix E: LEA Staff Questionnaire

Appendix F: Program Improvement Log

APPENDIX A

CODING FORMS FOR CLASSROOM OBSERVATION

HAWAII DEPARTMENT OF EDUCATION

CHAPTER 1 ON-SITE REVIEW

SCHOOL: _____

TCHR/AIDE: _____

DATE: _____

TIME: START_____END_____

OBSERVER: _____

POSITION: _____

COMMENTS: _____

TIME ON TASK

USE: To assess how students actually use class time.

1. Use a watch with a second hand. Code activities at 1 minute intervals.

2. Set up a coding system (A,B,C) to identify students.

3. Take a mental snapshot of the group, scanning in the same order every time. Make one entry for each student in each interval. If a student changes behavior within the minute, code only the first behavior. You may wish to comment on behavioral changes, in the "Comment" section.

4. After the class period, summarize the data at the right and bottom of the page.

TEACHING TECHNIQUES

Use: To assess the number and variety of instructional techniques used by the teacher

1. Each time the teacher uses a different technique, indicate the use with a check mark.

2. For each observation period, do not mark any item more than once.

INDIVIDUAL PRAISE OR CRITICISM

Use: To see whether the teacher reinforces (through praise or criticism) behavior and / or performance

Whenever the teacher praises or criticizes a student, code the behavior or performance that is being praised or criticized with a tally mark.

TEACHING TECHNIQUES

CHECK:

____ 1. Demonstrating at the chalkboard

____ 2. Lecturing

____ 3. Providing prepared handouts

____ 4. Using media

____ 5. Questioning students to check understanding

____ 6. Inviting and responding to students' questions

____ 7. Leading focused discussion (prepared, sequenced questions)

____ 8. Leading unfocused discussion (rambling, no objective)

____ 9. Having students take turns reading or reciting

____10. Drilling

____11. Providing practical exercise

____12. Assigning seatwork or homework

____13. Playing game, contest

____14. Using motivational strategies to introduce lesson/activity

____15. Evaluating performance at end of lesson/activity

____16. Other (specify)

PRAISE OR CRITICISM

PRAISE	TALLY	CRITICISM	TALLY
1. Academic performance	_____	1. Academic performance	_____
2. Behavior	_____	2. Behavior	_____

TITLE I STUDENT ENGAGEMENT OBSERVATION

Date _____ Grade _____

Subject: Reading _____ Teacher or Aide _____

Language Arts _____ Observer _____

Math _____ Number of Minutes Between

Number of Students _____ Observations _____

Class Period Begin _____ End _____

Observ. Period _____ _____

STUDENT ACTIVITY

OBSERVATION

OBS. TIME:																Total
Engaged-Interactive																
Engaged-Noninteractive																
Management/ Transition																
Unoccupied or Observing																
Socializing																
Working on Other Assignment																
Temporarily Out of Room																
Cannot Tell																
Number of Students Engaged																
Number of Students in Class																

Total Engagement Rate (from Total column) = $\frac{\text{Number of students engaged}}{\text{Number of students in class}}$ = _____ = _____ %

COMMENTS:

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STUDENT RATING OF TEACHER-STUDENT INTERACTION

Use: To assess how students interact with their teacher

1. Explain to the students that the purpose of the survey is to see how the students communicate and work with their teacher. Assure them that there are no right or wrong answers.

2. If possible, request that the teacher leave the room when the survey is being taken.

3. Say the following to the students:

   " Read along as I read each sentence to you. Then decide how often each sentence is happening in this class. Circle "never" if it never happens; "sometimes", if it happens only sometimes; "often" if it happens often; and "always" if it happens all the time.

   Look at the example that was completed for you.

   My teacher says "good morning" before she (he) begins class.

   never sometimes often always

   This means that your teacher <u>always</u> says "good morning" before she (he) begins class.

   Are there any questions? Is there anyone who does not understand how to answer the questions. Read along with me and answer the questions when I tell you to do so."

STUDENT RATING OF TEACHER-STUDENT INTERACTION

What grade are you in? _____

Example: My teacher says, "Good morning " before she (he) begins class.

never sometimes often (always)

1. When an answer is wrong, our teacher tells us the correct answer immediately.

never sometimes often always

2. When we ask the teacher how to read a word or answer a question, she (he) tells us.

never sometimes often always

3. Our teacher lets us talk to each other about lessons.

never sometimes often always

4. When one of us explains a lesson to another class member, our teacher is pleased.

never sometimes often always

5. Our teacher gives us answers to questions we ask her(him).

never sometimes often always

6. When someone finishes an assignment quickly, our teacher is pleased.

never sometimes often always

7. Our teacher repeats rules for recognizing words.

never sometimes often always

8. When a new word comes up in our reading, our teacher shows us exactly how to read and understand it.

never sometimes often always

9. Our teacher corrects a wrong answer immediately.

never sometimes often always

10. In our class, we are permitted to talk with our classmates about lessons or questions.

never sometimes often always

11. When a student discovers an error made by the teacher, our teacher is pleased.

never sometimes often always

12. When we ask the teacher how to answer a question or solve a problem, she (he) lets us try to work it out for ourselves.

never sometimes often always

13. Our teacher gives us a chance to catch our own errors before she (he) points them out.

never sometimes often always

APPENDIX B

THE PRINCIPAL INTERVIEW FORM

HAWAII DEPARTMENT OF EDUCATION

Interview

Principal - Chapter 1

District:_____ Date:_____

School: _____

Principal:_____

Interviewer:_____

Note to Interviewer: If a "yes" or "no" response is based on an inference/decision you make following a review of existing document(s) or other evidence, please provide brief description of the document(s) or evidence.

1. Are the facilities at this school appropriate for the Chapter 1 program? Yes ____ No ____

   Description of document(s) or evidence:

2. Are the essential materials, supplies, and equipment available to the teacher and the students? Yes ____ No ____

   Description of document(s) or evidence:

3. How are Chapter 1 activities scheduled?

   _____

   _____

   _____

4. Are Chapter 1 funded personnel performing duties as described in the program application? Yes___ No___

   Description of document(s) or evidence:

5. What goals for program improvement have you set for the school?

_____

_____

_____

_____

6. How were the staff, parents, and community involved in setting the goal?

_____

_____

_____

7. How does Chapter 1 fit into the program improvement plan?

_____

_____

_____

8. Is staff training included in the plans for program improvement ? Are the Chapter 1 teachers and aides included in these activities?

Yes ____ No ____

Description of document(s) or evidence:

8. Do you have any recommendations for the improvement of the Chapter 1 program?

_____

_____

_____

APPENCIX C

ON-SITE REVIEW REPORT FORM

HAWAII DEPARTMENT OF EDUCATION
CHAPTER 1 ECIA
ON-SITE REVIEW REPORT

SCHOOL: _____ DATE: _____

MONITOR: _____ POSITION: _____

_____ _____

_____ _____

NEEDS ASSESSMENT	YES	NO	NA
An annual needs assessment has been conducted.			
A. A systematic procedure for conducting the assessment was established.	___	___	___
B. Parents and teachers were consulted .	___	___	___
C. The assessment includes all grade levels served by Chapter 1.	___	___	___
D. Priorities were established for addressing the specific needs of the students to be served.	___	___	___
E. Objective data used to conduct the assessment was on file.	___	___	___

COMMENTS: _____

_____

_____

STUDENT SELECTION			
Students were properly selected in accordance with the project application and the statute.			
A. Specific criteria for student selection has been established and consistently applied.	___	___	___
B. List of eligible students was available.	___	___	___
C. List of student participants was available.	___	___	___
D. There was additional testing to support any participants selected on teacher/parent recommendation.	___	___	___
E. The student records on file were being kept confidential.	___	___	___

COMMENTS: _____

_____

_____

PRIVATE SCHOOL PARTICIPATION

		YES	NO	A
Services rendered to private school students were on an equitable basis.				
A.	A list of participating private school students was available.	___	___	___
B.	The student selection criteria are the same as those used to select public students.	___	___	___
C.	The residency requirements of private school participants were verified.	___	___	___
D.	Private school parents were given the opportunity to serve on PAC.	___	___	___
E.	Expenditures were equitable (taking into consideration the number of pupils in the project) to expenditures for children in the public school project.	___	___	___
F.	The public school administration maintained direction and control of staff, program equipment, and materials used in the participating private school.	___	___	___

COMMENTS: _____

_____

SUPPLEMENTAL SERVICES

Federal funds were being used to supplement and not supplant the regular school program.

A.	Excess cost documentation was properly developed and clearly showed compliance with the requirement.	___	___	___
B.	The coordination between the regular classroom teacher and the Chapter 1 teacher was frequent and regular.	___	___	___
C.	The regular classroom teacher retained ultimate responsibility and control with respect to the education provided the Chapter 1 students.	___	___	___
D.	The Chapter 1 staff are instructing solely Chapter 1 students and spending time on non-instructional duties (not to exceed 10%) that are assigned to all instructional staff on a rotational basis.	___	___	___
E.	Only project staff listed in the approved application have been hired.	___	___	___
F.	The instructional program was supplementing the program funded from state funds.	___	___	___
G.	The equipment and instructional materials provided by Chapter 1 are supplemental and essential to achieving the project's objectives.	___	___	___

COMMENTS: _____

_____

_____

_____

PARENT INVOLVEMENT

		YES	NO	NA
	Parents were consulted in accordance with the statute and were being given the opportunity to become involved with their children's education.			
A.	The SPAC was organized in accordance with the approved project description.	___	___	___
B.	Regular meetings were being held.	___	___	___
C.	Parents were involved in the planning and operation of the project.	___	___	___
D.	Chapter 1 State Guidelines, evaluation reports, progress reports, program reports, etc. as may be needed for effective involvement in the project were made available to parents.	___	___	___
E.	Parents were being informed about Chapter 1 activities.	___	___	___
F.	Parents were being given the opportunity to become actively involved in the classroom and/or in their children's academic program.	___	___	___
G.	Parents were being instructed in methods of promoting their children's intellectual development.	___	___	___
H.	Chapter 1 information was disseminated at a meeting which included parents of all eligible students.	___	___	___

COMMENTS: _____

_____

_____

EVALUATION

	The project evaluation design was seen as an integral part of program planning.			
A.	The five basic procedures of implementation of Model A were being followed:			
	1. Use of Standardized Test	___	___	___
	2. Testing at norming time	___	___	___
	3. Select participants, then pretest for evaluation	___	___	___
	4. Use same test for pre and post-testing	___	___	___
	5. Fall to spring testing	___	___	___
B.	Evaluation results from previous year have been reported to the general faculty and PAC.	___	___	___
C.	A sustained effect study was conducted as required.	___	___	___
D.	Past evaluation results, including sustained effects, have been utilized in the current program planning and improvements.	___	___	___

COMMENTS: _____

_____

_____

EQUIPMENT AND SUPPLIES

	YES	NO	NA
Equipment and supplies were being managed according to guidelines.			
A. Procedures have been written to ensure sound management and use of Chapter 1 equipment.	___	___	___
B. The equipment inventory was current.	___	___	___
C. The Chapter 1 project staff were being allowed to draw supplies from the school's general supply.	___	___	___
D. All equipment was properly labeled as Chapter 1 equipment.	___	___	___
E. Equipment and supplies purchased with Chapter 1 funds were being used only in the Chapter 1 program.	___	___	___

COMMENTS: _____

_____

FISCAL

There was evidence of coordination between the Chapter 1 project and the school office concerning expenditures, proper accounting of funds, budget limitations.

A. Current expenditures and obligations were consistent with the approved project application.	___	___	___
B. Separate accounting procedures were used for carry over funds.	___	___	___
C. The approved expenditure plan was on file.	___	___	___

COMMENTS: _____

_____

INSERVICE

A well developed plan providing for coordinated training in which professional staff and aides would partipate together was on file.

A. In-service activities were consistent with the description in the project application.	___	___	___
B. Training providing the requirements of the Chapter 1 statute and regulations was conducted for the staff.	___	___	___
C. Training in curriculum management and desirable teaching behaviors was provided.	___	___	___
D. The use of informal assessment procedures and evaluation results was included.	___	___	___

COMMENTS: _____

_____

_____

INSTRUCTIONAL PROGRAM (Size, Scope, and Quality) YES NO NA

The program was of sufficient size, scope, and quality to give reasonable promise of substantial progress toward the special educational needs of the target students.

A.	Objective data were used to diagnose and prescribe instruction.	___	___	___
B.	The total number of days of service and length of class time allowed for sufficient service time to meet the objectives of the project.	___	___	___
D.	The principal has developed and implemented a plan to coordinate efforts between the Chapter 1 and regular programs.	___	___	___
E.	The principal has developed and implemented a plan which clearly sets goals, objectives and expectations of teachers and students.	___	___	___
F.	The schedule and size of groups allowed for sufficient time for individualized instruction.	___	___	___
G.	Teachers' records indicated :			
	1. Individualized planning	___	___	___
	2. Evaluation of each child's progress	___	___	___
H.	Program improvement activities were being made periodically.	___	___	___
I.	A variety of methods and materials were being utilized.	___	___	___
J.	Instructional activities were consistent with project objectives.	___	___	___
L.	Parents and regular classroom teachers were being informed regularly of their students' progress.	___	___	___
N.	Goals and performance objectives were clearly defined.	___	___	___
O.	The students were well supervised.	___	___	___

COMMENTS: _____

_____

_____

_____

DISSEMINATION ACTIVITIES

Procedures for acquiring and disseminating program information are in existence and are being followed. ___ ___ ___

COMMENTS: _____

_____

APPENDIX D

INSTRUMENT EVALUATION FORM

Developed by Technical Assistance Center

Northwest Regional Educational Laboratory

INSTRUMENT EVALUATION FORM

Name of Instrument: _____

Name of User: _____

Date of Use: _____

Location of Use: _____

		YES	NO
1.	Is the purpose of the instrument clear?	___	___
	COMMENTS: _____		
	_____		
2.	Does the instrument represent an efficient way to collect the needed the information?	___	___
	COMMENTS: _____		
	_____		
3.	Is the instrument easy to use?	___	___
	COMMENTS: _____		
	_____		
4.	Are the items clearly written?	___	___
	COMMENTS: _____		
	_____		
5.	Does the instrument take too long to administer?	___	___
	COMMENTS: _____		
	_____		
6.	Is the instrument of sufficient scope to provide useful information?	___	___
	COMMENTS: _____		
	_____		

7. Does the instrument provide valid and reliable information? ___ ___

COMMENTS: _____

_____

8. What specific problems did you encounter in using the instrument?

_____

_____

_____

_____

_____

_____

9. How would you revise the instrument to make it better?

_____

_____

_____

_____

APPENDIX E

LEA QUESTIONNAIRE

Developed by Technical Assistance Center
Northwest Regional Educational Laboratory

LEA Staff Questionnaire

Instructions

We are interested in your opinions and want you to answer as frankly and carefully as possible. Try to answer all items in the questionnaire. It will probably take you about 10 to 15 minutes to finish it. Your responses will be kept confidential. Please do not write your name on this questionnaire.

Respond to each question in terms of your experience with the Chapter 1 project.

For some of the questions in this questionnaire, you will need to circle a number on a five-point rating scale. For each question, you should circle one number which most closely represents your feelings. Circle only one number for each question. If you don't know the answer or cannot respond for some other reason, circle the question mark at the end of the rating scale.

EXAMPLE: Suppose at the end of the questionnaire, the following question was asked:

How good a questionnaire do you think this is?

Very Poor				Very Good	
1	2	3	4	5	?

You would circle 1 if you thought it was very poor, 2 if it was rather poor, 3 if you thought it was not especially good or poor, 4 if it was fairly good, and 5 if you thought it was very good.

If you feel that you do not have enough information to answer a particular question or that it is confusing, circle the question mark. That's what it's there for!

PLEASE GO TO THE NEXT PAGE NOW

LEA Staff Questionnaire

Position Title:_____ District:_____

Date:_____ School:_____

1. How long have you been involved with the Title I/Chapter 1? (Check one only)

   ___ Less than 1 year

   ___ 1 - 2 years

   ___ 3 - 4 years

   ___ 5 - 6 years

   ___ More than 6 years

2. How long have you been involved with Title I/Chapter 1 at this school? (Check one only)

   ___ Less than 1 year

   ___ 1 - 2 years

   ___ 3 - 4 years

   ___ 5 - 6 years

   ___ More than 6 years

3. How would you rate your familiarity with the purpose and procedure of the State Title I/Chapter 1 monitoring process?

Purpose						Procedure					
Very familiar				Not at all familiar		Very familiar				Not at all familiar	
1	2	3	4	5	?	1	2	3	4	5	?

4. How much useful information does/should the State monitoring process provide you in the following areas:

	Does						Should					
	None				A great deal		None				A great deal	
a. Needs Assessment	1	2	3	4	5	?	1	2	3	4	5	?
b. Student Selection	1	2	3	4	5	?	1	2	3	4	5	?
c. Private School Participation	1	2	3	4	5	?	1	2	3	4	5	?
d. Supplemental Services	1	2	3	4	5	?	1	2	3	4	5	?
e. Parent Involvement	1	2	3	4	5	?	1	2	3	4	5	?
f. Evaluation	1	2	3	4	5	?	1	2	3	4	5	?
g. Management of Equipment, Supplies, Fiscal	1	2	3	4	5	?	1	2	3	4	5	?
h. Inservice	1	2	3	4	5	?	1	2	3	4	5	?
i. Instructional Program (Size, Scope, Quality)	1	2	3	4	5	?	1	2	3	4	5	?
j. Record Keeping	1	2	3	4	5	?	1	2	3	4	5	?

5. How much information does/should the monitoring process generate to help you improve your Chapter 1 program in the following areas?

	Does						Should					
	None				A great deal		None				A great deal	
a. Needs Assessment	1	2	3	4	5	?	1	2	3	4	5	?
b. Student Selection	1	2	3	4	5	?	1	2	3	4	5	?
c. Private School Participation	1	2	3	4	5	?	1	2	3	4	5	?
d. Supplemental Services	1	2	3	4	5	?	1	2	3	4	5	?
e. Parent Involvement	1	2	3	4	5	?	1	2	3	4	5	?
f. Evaluation	1	2	3	4	5	?	1	2	3	4	5	?
g. Management of Equipment, Supplies, Fiscal	1	2	3	4	5	?	1	2	3	4	5	?
h. Inservice	1	2	3	4	5	?	1	2	3	4	5	?
i. Instructional Program (Size, Scope, Quality)	1	2	3	4	5	?	1	2	3	4	5	?
j. Record Keeping	1	2	3	4	5	?	1	2	3	4	5	?

6. From what sources do you usually get information for program improvement? (Check all that apply.)

___ Test data

___ Evaluation Findings

___ Inservice

___ Interacting with colleagues

___ Interacting with students

___ Interacting with parents

___ Interacting with community members

___ Interacting with outside consultants

___ Interacting with principal

___ State monitoring team

___ State monitoring report

___ Professional reading

___ School Board meetings

___ School staff meetings

___ Radio

___ Newspapers

___ Television

___ Other (Specify) _____

___ None

7. Think back over the past 3 months. What do you think are the most significant changes which you have seen or made in your Chapter 1 program? Do you view these changes positive or negative? (Check the "Positive" or "Negative" column for each change that you list.)

Changes in past 3 months:	Positive	Negative
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

8. Please use the space below to make comments which you think would help us better understand your responses. You may comment on any of the topics covered in this questionnaire. Also, tell us if there were particular things about this questionnaire which were confusing or which you didn't like.

APPENDIX F

PROGRAM IMPROVEMENT LOG

Developed by Technical Assistance Center

Northwest Regional Educational Laboratory

PROGRAM IMPROVEMENT LOG
(P.I.L.)

This Program Improvement Log is being generated to assist you in documenting improvement activities that are initiated toward program improvement as an on-going activity. To assist with the documentation, please be cognizant of each of the following:

1. Use the PIL whenever an improvement activity is initiated.

2. The PIL should be completed by the Lead Teacher of each school.

3. Get a general improvement goal for the year.

4. Describe or list whatever improvement activities and/or resources are involved.

5. Indicate the date the specific activity began and date on which it ended or expected to end.

PROGRAM IMPROVEMENT LOG

(P.I.L.)

IMPROVEMENT GOAL: (WHAT DO YOU INTEND TO ACCOMPLISH)

ACTIVITIES/RESOURCEs TO ACCOMPLISH GOALS	PERSON RESPONSIBLE	DATE	
		BEGIN	END